

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here</small> <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY MAR 29 PM 3:52 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Region 6 Education Service Center	236950		
Vendor ID #	ESC Region #		DUNS #
	6		621513741
Mailing address		City	State ZIP Code
3332 Montgomery Road		Huntsville	TX 77340

Primary Contact

First name	M.I.	Last name	Title
Amanda		Gibson	Specialist
Telephone #	Email address		FAX #
936-435-8363	agibson@esc6.net		936-435-8471

Secondary Contact

First name	M.I.	Last name	Title
Dannell		Thomas	Component Director
Telephone #	Email address		FAX #
936-435-8339	dthomas@esc6.net		936-435-8471

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Michael		Holland	Executive Director
Telephone #	Email address		FAX #
936-435-8200	mholland@esc6.net		936-435-8484

Signature (blue ink preferred)

Date signed

3.29.2016

Only the legally responsible party may sign this application.

701-16-102-147

Schedule #1—General Information (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 09/01

End date (MM/DD): 08/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 236950

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (8%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Region 6 Education Service Center (Region 6) proposes to develop an afterschool program in conjunction with Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD.

All three school districts are rural school districts located in San Jacinto and Polk Counties. These districts are in close proximity to Region 6 for ease of program delivery. The distance to each district is: Shepherd ISD - 48.6 miles, Onalaska ISD - 32.8 miles, Coldspring-Oakhurst CISD - 37.9 miles. According to Texas Education Agency (TEA) data, Shepherd ISD's enrollment is at 1,924 students of which: 70.69% are economically disadvantaged, 36.23% are minority and 66.11% are identified as at-risk of academic failure. Onalaska ISD's enrollment is at 894 students of which: 72.82% are economically disadvantaged, 12.64% are minority and 55.59% are identified as at-risk of academic failure. Coldspring-Oakhurst CISD's enrollment is at 1,526 students of which: 62.32% are economically disadvantaged, 34.08% are minority and 59.57% are identified as at-risk of academic failure. The State average of economically disadvantaged students is 58.8% and at-risk of academic failure is 51.2%. All three districts serve students that exceed these averages. In addition, Shepherd Intermediate was labeled by TEA for 2014-2015 as Improvement Required, as was Coldspring Intermediate. A community needs assessment of Polk and San Jacinto Counties was completed by Economic Vitality Corporation, LLC. These counties include many rural areas and small towns where job growth is essential, but where large industrial projects are not likely to locate because of a decreasing population and an uneducated workforce. Like most of the counties in the area covered by the Deep East Texas Council of Governments, Polk and San Jacinto Counties have experienced a significant population decline in the past decade, and the residents have been hit by two significant hurricanes in the past several years. Job growth has been in decline, which is a concern to many civic and community leaders. Both counties have been focusing heavily on job creation and business retention. The oil, gas and construction industries have been large employers since the recession, but in the past two years the decrease in the price of oil has obviously had a negative effect on the growth of jobs in those sectors. Tourism has been a primary focus and because many of the cities do not impose a property tax, the cities rely heavily on sales tax revenues to provide needed city services for their residents. Because both counties are largely rural, job creation is focused on industries that serve rural populations, including retail, agriculture, and basic manufacturing.

A needs assessment has already been conducted to further identify the needs of each district above and beyond those identified in the Campus/District Improvement Plans. Region 6 staff and each campus and/or district administrator have met to identify any further additional services that can be provided by the afterschool program.

Based on the information gleaned from school district needs assessment, community need assessment and the face-to-face meetings, activities will be planned and delivered to target the identified needs and address program goals and objectives. Region 6 will act as the fiscal agent of this grant. A memorandum of agreement has been created to outline the responsibilities of Region 6 and the three partnering school districts: Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD. The budget and activities have been developed specific to each district and in collaboration with appropriate staff. The program will provide before school and/or after school academic and enrichment activities at the three identified school districts, with a total of eight ACE centers. All activities will be centered around the major goals and objectives of the 21st Century Community Learning Center Program:

1. Academic Performance
2. School Day Attendance
3. Positive Behavior
4. Grade Promotion Rates
5. Graduation Rates

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Research shows that without the after school activities, most students would be home alone until their parents arrived home from work. A study from Brandies University identified a level of stress that parents experience regarding their children's after school arrangements. This parent stress is costing companies between \$50-\$300 billion in healthcare and lost job productivity each year. America After 3 PM reports that only 11% of the nation's youth are in afterschool programs and 25% care for themselves in the afternoon (NIOS 2009).

In order to improve and obtain the five major goals of the afterschool program, the Region 6 Afterschool Centers will increase community and parental involvement, enhance student academics, improve student attendance and promote positive behavior.

Region 6 successfully implemented a Cycle 6 21st Century program and through that experience was able to identify and implement program procedures required by the grant and activities that were extremely effective in the success of an afterschool program. These activities include but are not limited to academic assistance, tutoring, STAAR preparation and other enriching lessons such as fitness, cooking, master gardening program, robotics, and art.

If awarded Cycle 9, Region 6 in partnership with the identified school districts will utilize the successful Cycle 6 activities to ensure the program effectiveness. In this cycle, a more robust partnership with the districts will be created that includes commitment from each superintendent and letter of support from all three school boards. From this partnership Region 6 is able to expand its reach from elementary school to include student population at intermediate, middle/junior high, and high school. The new services that will be provided are credit bearing and certification courses such as Driver Education, Region 6 Driver Education Certification, End of Course preparation, SAT/ACT preparation, and college and career readiness, as well as online learning through the Texas Virtual School Network: Computer Science and Business Management.

In order to achieve parental "buy-in", a parent needs assessment has been administered at each campus. From this information, family engagement activities have been identified and will be delivered. Region 6 has current partnerships with several Adult Education providers and community partners who will be essential in parent and community involvement.

Region 6 is proposing to manage and fund eight full afterschool centers through the Safety Education and Training Department. All eight centers will be housed on individual campuses and provide hands on activities and content instruction in the major academic areas. The curriculum to be delivered for tutoring and academic enhancement has been aligned with the STAAR Test.

Through its previous experience, Region 6 understands the importance of local partnerships and buy-in and support from the community. Collaboration with community partners will provide the resources in order to meet these needs. Community partners will assist in the activities aligned to rigorous academics, enrichment, College and Career Readiness, and family engagement components. This program provides students at risk of academic failure opportunities to receive intervention and accelerated learning. All community partners will be invited to be a member of the Community Advisory Council. Constant involvement from these members will help future growth and success of these centers.

Through continuous evaluations and feedback, adjustments and refinement will be made to the programs as needed. The 21st Century Community Learning Centers program will continually seek additional programs and resources that may be contributed for the benefit of all stakeholders.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$520,150	\$	\$520,150
Schedule #8	Professional and Contracted Services (6200)	6200	\$500,388	\$20,000	\$520,388
Schedule #9	Supplies and Materials (6300)	6300	\$199,198	\$	\$199,198
Schedule #10	Other Operating Costs (6400)	6400	\$51,518	\$	\$51,518
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,271,254	\$20,000	\$1,291,254
8% indirect costs (see note):			N/A	\$44,563	\$44,463
Grand total of budgeted costs (add all entries in each column):			\$1,271,254	\$64,563	\$1,335,817

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,335,817
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$66,791

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		10%	\$6,000
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$60,000
5	Site coordinator (required)	8		\$320,000
6	Family engagement specialist (required)	1		\$32,000
7	Secretary/administrative assistant	1		\$25,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Professional Development Specialist		10% of FTE	\$7,700
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$450,750
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$69,450
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$69,450
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$520,150

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 236950		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$5,370
	Local, State, & Federal Rate Building Use Fee for Region 6 ESC – Building use fee is charged for usage of office, meeting, and storage space within the departments. The approval rates are calculated based on the total building maintenance costs of the prior fiscal year.	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$5,370
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Certified Online Instructors that are content experts in Driver Education and Business Management to teach credit bearing and certification courses	\$7,500
2	Certified Online Instructors that are content experts in Computer Science I and Computer Science II to for credit bearing courses	\$7,500
3	Contract with independent elevator to conduct site/center evaluations \$2,500 per site	\$20,000
4	Internal Technology fee \$3000/FTE	\$9,000
5	Staff Development fee \$845/FTE	\$2,535
6	Contract payment to Shepherd ISD for instruction and transportation	\$176,185
7	Contract payment to Coldspring-Oakhurst CISD for instruction and transportation	\$107,250
8	Contract payment to Onalaska ISD for instruction and transportation	\$140,120
9	Contract payment for instruction in other credit bearing/certification courses	\$25,000
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$495,090
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$19,928
(Sum of lines a, b, and c) Grand total		\$520,388

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 236950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$199,198
Grand total:		\$199,198

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 236950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$6,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$45,518
Grand total:		\$51,518

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 236950			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			4344		
Category	Number	Percentage	Category	Percentage	
African American	495	11%	Attendance rate	95.33%	
Hispanic	692	16%	Annual dropout rate (Gr 9-12)	3.2%	
White	3,014	70%	Students taking the ACT and/or SAT	49%	
Asian	18	0.4%	Average SAT score (number value, not a percentage)	1,358	
Economically disadvantaged	2,962	68%	Average ACT score (number value, not a percentage)	18.5	
Limited English proficient (LEP)	277	6%	Students classified as "at risk" per Texas Education Code §29.081(d)	60.42%	
Disciplinary placements	1,975	46%			
Comments					
Click and type here to enter response.					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	86	12%	No degree	0	0%
Hispanic	42	6%	Bachelor's degree	261	83%
White	568	80%	Master's degree	52	17%
Asian	DNA	DNA%	Doctorate	0	0%
1-5 years exp.	96	31%	Avg. salary, 1-5 years exp.	39,141	N/A
6-10 years exp.	61	19%	Avg. salary, 6-10 years exp.	42,982	N/A
11-20 years exp.	69	22%	Avg. salary, 11-20 years exp.	49,010	N/A
Over 20 years exp.	41	13%	Avg. salary, over 20 years exp.	55,421	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	12	22	23	23	64	63	61	47	48	48	34	33	31	31	540
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	12	22	23	23	64	63	61	47	48	48	34	33	31	31	540

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Schedule #13—Needs Assessment

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The partnering school districts, Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD, have identified in their Campus/District Improvement Plans the need to provide before school and/or after school tutoring and the need to improve student performance.

The Texas Academic Performance Report was reviewed for each of the targeted districts. These reports indicate that all districts exceed the State average for economically disadvantaged and at-risk students. Furthermore, Shepherd Intermediate and Coldspring Intermediate did not meet the State standards. Region 6 staff met with administrators from each district to determine the overall needs of each campus which include: the available resources at each district and in the community, the target number of students to serve and identified the appropriate center hours that would be most effective for the district. Administrator involvement is imperative because they see and understand the needs of the campuses within their district. In addition, electronic surveys were created at Region 6 and placed on each district's webpage. These surveys netted positive results. Responses indicated activities in which students would be most interested in participating, while parent responses provided feedback on the activities they would like their student to attend, as well as identifying their potential involvement in family engagement activities.

Some activities that were identified include: preparation for TSI, SAT or ACT, interview skills, college applications, drivers education, art, robotics, cooking and nutrition, FASFA information, career exploration, work place literacy, post-secondary processes, and fitness. Each center will incorporate academic, enrichment, family engagement, and college and career readiness activities aligned to its specific survey results.

Data analysis and communication with school district administrators substantiated a correlation between economically disadvantaged and/or at-risk students and behavior. To address this need the after school activities will focus on positive behavior reinforcement.

In addition to behavior, information gleaned from PEIMS data and the administrator meetings indicates improvement in academics is vital to each district with an emphasis on math and English language arts.

The proposed high quality academic enrichment program will be implemented with rigorous integrated lesson plans based on the scope and sequence for each grade level while aligning it with the STAAR test.

Another major concern identified is transportation. Each School District Superintendent and the respective school board members provided transportation costs. These costs were evaluated and figured on a projected daily rate. In addition to reimbursing the district for bus services, each center will remain open past 5:00 pm so that working parents are able to pick up their student(s) after their regular scheduled work day or so the student(s) can utilize the school bus to get home without being home alone.

The Region 6 previous implementation of Cycle 6 CCLC revealed that community resources are paramount to the success of this program. The following community organizations have been contacted and a letter of support has been secured: Sam Houston State University Center for Community Engagement, Community In Schools of East Texas, and Junior Achievement of Southeast Texas.

Region 6 will also seek partnerships with the Polk and San Jacinto Counties AgriLife Extension offices, YMCA, Boys and Girls Club, Texas Parks and Wildlife and any other identified organizations that will benefit the program.

On-going needs assessments will be conducted throughout the project period to determine the trend in successful activities and the identification of participant needs. All stakeholders will be involved in this process and provide input on modifications. The needs assessment will be reviewed throughout the program to ensure that the activities being provided meet the current needs of the district and students.

This program will work with students, parents and districts to improve student success.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Provide students with quality, research-based enrichment and intervention activities. Provide highly qualified teachers to deliver instruction and tutorials in the core subjects. Provide research-based education activities, character building activities, meaningful learning activities and academic support that foster self-esteem. Help students meet state and local academic achievement standards and ensure students graduate college and/or workforce prepared.
2.	Improve Attendance	Provide dynamic, research-based academic and enrichment activities. Create a conducive learning environment with positive mentor-mentee relationships to motivate students to attend school. Disseminate academic data and target intervention strategies resulting in a strong support system to ensure academic success and subsequent promotion. Schedule/create after school activities based on student interest surveys.
3.	Improve Behavior	Provide research-based education activities, character building activities, meaningful learning activities and academic support that foster self-esteem. Utilize local BIPs for intervention strategies. Create a conducive learning environment with positive mentor-mentee relationships to motivate students to attend school. Provide Family Engagement activities addressing student improvement.
4.	Improve Promotion Rates	Provide accelerated instruction using an academics-based curriculum linked to TEKS. Create a conducive learning environment with positive mentor-mentee relationships to motivate students to attend school. Disseminate academic data and target intervention strategies resulting in a strong support system to ensure academic success and subsequent promotion.
5.	Improve Graduation Rates	Disseminate academic data and target intervention strategies resulting in a strong support system to ensure academic success and subsequent promotion. Increase awareness in high level classes. Provide instruction/presentations/counseling in trade classes, post secondary, degree plans, CTE programs, FASFA, and scholarships.

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Schedule #14—Management Plan

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's Degree, minimum five years experience in educational field, some supervisory experience.
2.	Site Coordinator(s)	Bachelor's Degree, teaching experience preferred, teacher certification preferred.
3.	Family Engagement Specialist	Bachelor's Degree, experience in social work, adult literacy or adult education preferred.
4.	PD Specialist	Master's Degree, experience in 21 st CCLC project management, experience in providing professional development and training.
5.	Other	Evaluator, clerical staff, certified teachers, volunteers and other frontline staff

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruit and Retain Quality ACE staff	1. Recruit highly qualified Family Engagement Specialist	08/01/2016	09/15/2016
		2. Recruit highly qualified Site Coordinators	08/01/2016	09/15/2016
		3. Recruit highly qualified Teachers	08/30/2016	07/31/2017
		4. Provide professional development opportunities	08/15/2016	07/31/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Family Engagement	1. Conduct needs assessment	08/31/2016	05/15/2017
		2. Identify additional community partners	09/30/2016	07/31/2017
		3. Schedule and provide high quality activities	09/01/2016	07/08/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Data Collection & Reporting	1. Collect center data monthly	10/15/2016	07/31/2017
		2. Review student needs and progress	10/15/2016	07/31/2017
		3. Submit reports as required by TEA	10/15/2016	08/31/2017
		4. Input center data into TX21st system	09/30/2015	07/31/2017
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Fiscal Planning & Internal Monitoring	1. Develop Procedures Manual for each center	10/15/2016	11/15/2016
		2. Conduct center visits	09/30/2016	07/08/2017
		3. Independent Evaluation of each center	11/15/2016	05/20/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Community Advisory Council	1. Locate community partners to serve on CAC	09/30/2016	07/31/2017
		2. Conduct meetings throughout the grant year	08/15/2016	06/30/2017
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Region 6 qualitative and quantitative data collection methods are varied and proven. Through an elaborate management information system (MIS), every course/activity/presentation provided by Region 6 allows the participants the opportunity to provide feedback. The information provided on the course evaluations is analyzed by the staff to identify areas of strength and where improvements can be made. This allows Region 6 to continuously improve its courses and provide high-quality information each and every time. Other capabilities of the MIS include participant attendance roster, Professional Development history, summative reports per department, CEUs, certificates, registration roster and session descriptors.

Since 2012, the Safety Education and Training Department (SET) has been working with ACE Programs throughout the State by providing Driver Education online to ACE students. Communication with the Project Directors and Site Coordinators have led to strong partnerships and increased services provided to students. The online instructors work with the students to ensure that they are successful. SET has in place checks and balances to ensure accuracy and security of the data. SET provides online and face-to-face instruction in Driver Education along with certification courses in Bus Driver Training, Computer Science and Business Management. Each one of these programs require secure processes to ensure participant security. These processes include: restrictive administrative access to student data, restrictive participant access to the course in which they are enrolled, data base management of participant sign in sheets, attendance records, registration records, enrollment forms, evaluations and certificates. Management oversees each program through observation, monitoring and instructor evaluation. All programmatic information is currently disseminated through regularly scheduled SET department meetings, Region 6 staff meetings, Leadership Team, Superintendent meetings, Regional Advisory Committee meetings and Region 6 Board meetings. All meetings are open to the public.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to school district and parental buy-in, the community partners will play a significant role in the sustainability of the afterschool program. We have letters of support from the following community partners: Sam Houston State University (SHSU) Center for Community Engagement, Communities in Schools of East Texas and Junior Achievement of Southeast Texas. The Center for Community Engagement offers over 200 Academic Enrichment Courses (ACE) that work directly with community organizations, businesses and nonprofits. ACE is a teaching method that combines community engagement with academic instruction. The ACE initiative allows students to use the skills and knowledge learned in the classroom to make a difference and improve life in our community by understanding their roles as community members. This program places students with school districts for the purpose of mentoring and assisting students. Since students are always seeking ACE experiences at SHSU, the school districts will be able to take advantage of these student volunteers for years to come. This program has great success in working with after school programs. Communities in Schools focuses on: 1) A one-on-one relationship with a caring adult; 2) A safe place to learn and grow; 3) A healthy start and a healthy future; 4) A marketable skill to use upon graduation, and 5) A chance to give back to peers and community. This community partner can provide academic support, career and college readiness, behavioral support and family engagement activities. Junior Achievement is a partnership between the business community, educators and volunteers - all working together to inspire young people to dream big and reach their full potential. This partner provides hands-on, experiential programs that teach key concepts of work readiness, entrepreneurship and financial literacy to young people. All of Junior Achievement's programs are TEKS aligned which make them a great supplement to the traditional education in the classroom. These three partners are ready to provide services to Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD now and into the future.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review TX21st data reports	1.	Regular participant attendance (students who attend 45 or + program days)
		2.	Parental attendance
		3.	Attendance for student and family engagement activities
2.	Conduct Center and Activity observations	1.	Student and Family Engagement activities
		2.	Identify best practices in grantee and center management
		3.	Identify effective instructional strategies and areas of growth for staff
3.	Review student Progress Reports and Report Cards	1.	Compare reports to those prior
		2.	Identify areas of achievement and areas for improvement
		3.	Schedule meeting with parent and counselor, if needed
4.	Conduct staff meetings	1.	Review center data
		2.	Analyze student success data
		3.	Review data for accuracy and integrity
5.	Analyze Year-End Data	1.	Report to TEA in the Final Yearly Report
		2.	Share yearly progress with all stakeholders and staff
		3.	Inform TEA and stakeholders of program adjustments

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Qualitative and quantitative data collection methods for each of the centers will be uniform and consistent between all eight centers. Site Coordinators will be responsible for the reporting of center level data on a daily basis to the Project Director as well as enter it into the TX21st required information system to monitor program progress and data. Each Site Coordinator will be responsible for maintaining all records associated with activities, attendance, speakers and staff that are available at each center. The Project Director will work closely with each Site Coordinator to ensure proper entry and documentation of needed information into the information system. There will be a process set up of checks and balances to ensure accuracy and security of the data that is being entered into the system. Information regarding activities and referral will also be kept to document patterns and recommendations so proper modifications/adjustments are made to proposed activities. Teachers and frontline staff will be employed with the respective district or partner, therefore they will have access to school level PEIMS and AEIS data to track student progress and performance. There is a memorandum of understanding with districts to access this student data.

The independent evaluation of the program will: 1) Collect and analyze quantitative and qualitative data to determine an assessment of each individual site, resulting in a report of the site's current status; 2) Identify and describe innovative strategies implemented with student and family engagement, as well as areas that need growth, and 3) Be used to document successes and areas of improvement. During the evaluation, the Site Coordinators and staff, students, parents, and community stakeholders will be interviewed using targeted questions. The campus administrators will also be interviewed regarding performance standards. Data analysis will be conducted through interviews at each center, on-site visits, assessments and reports. The findings for the year will be reported to the respective district's School Board Members during the regularly scheduled meeting in the summer. The ACE Program will also allow the participants, students and parents, to provide their input through anonymous evaluations; data collected will be used to create the best possible activities to enhance academics. The feedback provided will be reviewed by the Site Coordinators, Family Engagement Specialist and Project Director. It will also be reviewed with the advisory committee. If a particular activity is not being utilized by students, a plan will be developed to replace it so that the program is maximized. The future activities that are offered in the ACE Program will be determined by the evaluations and feedback.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities that will be funded at all eight centers include academic assistance with homework and completion, tutoring, enriched learning experiences, study skills activities, and state assessment preparation for those participants that have been identified as in need of additional assistance in the core content areas. These afterschool activities will supplement instruction that occurs during the regular school day. Qualifying high school students will have the opportunity to complete the following credit bearing courses online through the Texas Virtual School Network: Computer Science I, Computer Science II and Business Management. These students will also have the opportunity to complete Driver Education. Online learning helps to further prepare students for postsecondary education. Physical activity and fine arts are integral parts of this program. Each center will offer various activities that could include: Robotics, Gardening, Arts and Crafts, Wii Fit/Zumba/Physical Fitness, Cooking, Photography, Welding/Metal Work, Book Club, SAT/ACT Prep, Cosmetology, Job Interview Skills and College Applications. Family engagement activities will be implemented at each site. Some of these activities are: Family Literacy Nights, Parenting Skills, Fitness, Job Search, Interview Skills, Book Club and family involvement planned activities. Adult Education classes are available through a community partnership and will enable parents to become active participants in their child's education. These activities are innovative and will enhance not replicate the regular school day. Site Coordinators along with staff will work closely with campus teachers and personnel to ensure that proper security and procedures exist during the dismissal of all participants to ensure safety. The ACE Safety Self-Assessment will be completed at each center. Each center will have a designated area of pick-up so that participant dismissal can be directly monitored. Our priority is to maintain the safety and well-being of all students enrolled in the program. The campus specific Procedures Manual will provide checks and balances to ensure the safety of all students and staff. A system will be implemented to securely transition students into the before school and afterschool program. This system will involve school staff transferring the responsibility of students to the ACE staff using a sign in procedure. At the conclusion of program activities, ACE staff will transfer students to school district staff after the before school program has ended, or parents or bus drivers at the end of afterschool programming. Whether it is before school or afterschool, the transfer of students will be conducted using a sign out process. The centerwide sign in sign out process will ensure safety of the students.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Region 6 SET in conjunction with all stakeholders to include Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD will work together to disseminate information regarding center activities, locations, times and participant requirements to the appropriate children and their families. The Community Advisory Council will promote the program. Awareness of the program will also be generated through newsletters, flyers, and direct referrals from campus personnel. Communication about program availability will occur through the school district website, Region 6 website, social media, local radio stations and newspapers, such as East Texas News, at Title I parent nights, and through weekly parent communication newsletters. Teachers, principals and Site Coordinators will work together to conduct individual outreach to those students who are most in need or at risk. Informational success will be measureable by referrals from teachers and counselors at each campus. The program will also be advertised at superintendent, counselor, and principal's regional meetings to encourage support and buy-in. Regional and local newsletters will also keep stakeholders informed.

All forms of written communication will be provided in multiple languages and include the approved Texas ACE logo.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Proposed activities are expected to improve student achievement by making sure all stakeholders have first-hand knowledge of student's needs/deficiencies that would keep them from being academically successful. Alignment of the day time curriculum with afterschool instruction is essential. Campus teachers will have the opportunity to take part in the instruction. The ACE program in collaboration with community partners will develop rigorous integrated lesson plans for the after school program, based on the scope and sequence for each grade level while aligning it with the STAAR test and End of Course exams. Innovative, hands-on, ready to use activities will be implemented at each center. The activities will encourage the continued development of math, reading, science, social studies and writing skills. Many of the activities will focus on math and reading fluency. They will be aligned with the school day activities for that grade level based on the skills and concepts that students have historically demonstrated academic difficulty. This concept has already been embraced by all stakeholders. Students who are identified as being academically deficient will be monitored to ensure academic success and a contingency plan will take place in the event that original path is not achievable. The Shepherd ISD Improvement Plan indicates the district's desire to establish time for tutoring, set writing expectations, continue to increase communication with parents in English and Spanish, conduct Parent Nights, provide software for parents to learn English and provide extended learning opportunities for students not mastering the curriculum. The Onalaska ISD Improvement Plan identifies several activities that will increase student performance such as: online learning through the Texas Virtual School Network, SAT/ACT Preparation Classes, parent/student conferences to discuss post secondary plans, promote reading skills, provide STAAR Testing strategies, tutorials and providing Behavior Logs to parents. The Coldspring-Oakhurst CISD Improvement Plan indicates several priority areas for student achievement such as tutoring, researched-based instructional programs (including computer programs), Literacy Plan and Vocabulary and Writing and Parental Involvement. Region 6 will continuously focus on student academic achievement through innovative programs and student centered activities.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director and Site Coordinators will collaborate with the school district's Title I, Title III, Child Nutrition and Special Education staff to help further identify the needs of the students participating in the 21st CCLC program, as well as provide family engagement activities. Furthermore, Region 6 has specialists on staff who are trained in these areas. These specialists are housed in the Special Education and Special Programs Departments and have the tools and resources needed to help serve the 21st CCLC students. In addition, the SET Department provides several safety programs through federal grant funds provided by the Texas Department of Transportation (TxDOT). These programs are beneficial to the students as well as their parents and cover topics such as drugs and alcohol, bicycle and pedestrian safety, and driver training. Region 6 also has a federal and state funded Adult Education Department (AED). AED has experience providing programming to parents and adults related to career pathways, workforce skills, academic achievement, as well as high school equivalency. Leveraging these state and federally funded programs will allow us to provide high-quality academic and enrichment activities to the targeted students without additional costs.

Region 6 has a successful history of leveraging funds and resources with community partners and businesses. Utilizing existing resources will enable the program to provide various activities at each center at no cost. In addition to the letters of support from Sam Houston State University Center for Community Engagement, Community In Schools of East Texas, and Junior Achievement of Southeast Texas submitted with this application, Region 6 has established partnerships with Boys & Girls Club, YMCA, AgriLife Extension and Texas Parks and Wildlife.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed high quality academic enrichment program will be implemented using rigorous integrated lesson plans based on the scope and sequence for each grade level while aligning it with the STAAR test. Region 6 has afterschool experience and developed afterschool activities aligned to the current STAAR test. A team of approved curriculum specialists created these activities from proven, research-based data. In addition to STAAR performance, PEIMS data and behavior referrals will be utilized to specify activities for each center based on the student population.

These centers will incorporate character building and motivational programs, counseling and goal setting for participants as well as members of their family. The incorporation of activities that utilize 21st century technology will also be made available to participants and their parents. Youth tend to be more engaged in technology-oriented programs when they are given choices in activities, when program staff provide technological support, and when they are given opportunities for reflection, discussion, and interaction (NIOST 2009). Students will have an opportunity to enhance learning through the use of online courses. Site Coordinators will have access to pre- and post-assessments at each campus. Each center's activities will be based on rigor and intentional program planning. After school activities will be aligned with school day curriculum to ensure the academic success of the participant. This will be done by providing academic instruction that is an extension of the school day, by placing staff from each campus in the learning center.

On-going needs assessments will be conducted throughout the project period to determine the trend in successful activities and the identification of participants needs. This will involve feedback from the campus administrators once the results from the year's STAAR tests are received. The results will be reviewed during the summer and the needs of the campuses will be addressed through the next year's ACE activities. Continued refinement, researching and adoption of proven technological curricula will not only fulfill participant's academic needs, but maintain their interest. Evaluations given to parent and teachers at each campus, have identified the need to enhance after school programs with certified campus teachers who can guarantee the proper instruction and alignment of the school day curriculum with what is provided during the after school program.

The 21st CCLC Cycle 9 program will utilize these proven, research-based activities with the students served at the eight centers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

€ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Partnerships between Region 6:

Local Educational Agencies:

Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD will ensure that content instruction in reading, math, science and writing are taking place during the homework and tutoring time. Enrichment activities will be enhanced by school district site staff, as well as through Region 6 online course offerings. The districts will ensure that students are provided instruction in the core content areas, and that the instruction during after school hours is directly involved with the school day curriculum.

Community Based Organizations:

Community Advisory Council will ensure that participants involved in the community learning center will take part in all of the specialties that each stakeholder possesses. All stakeholders will be involved in continuous collaborative efforts and seek additional input in the refinement and inclusion of a variety of activities while building community awareness in hopes of encouraging additional support from other organizations.

YMCA is currently available in Coldspring. We will continue to reach out to this organization to possibly provide the following YMCA programs: YMCA Youth in Government, YMCA Discovering Talents Within, 12 weeks developmental asset program providing education on culinary arts, graphic arts, photography, theater arts, dance, martial arts, pottery, sculpting, painting, floral arrangement, music, singing and communication arts (sign language, oratory skills, etc.), YMCA Young Achievers Program (Service Learning) monthly meeting, as well as projects and events during the school year.

Sam Houston State University Center for Community Engagement offers over 200 Academic Enrichment Courses (ACE) that work directly with community organizations, businesses and non-profits. ACE is a teaching method that combines community engagement with academic instruction. The ACE initiative allows students to use the skills and knowledge learned in the classroom to make a difference and improve life in our community by understanding their roles as community members. This program places students with school districts for the purpose of mentoring and assisting students. Since students are always seeking ACE experiences at SHSU, the school districts will be able to take advantage of these student volunteers for years to come. This program has great success in working with after school programs.

Communities in Schools of East Texas focuses on: 1) A one-on-one relationship with a caring adult; 2) A safe place to learn and grow; 3) A healthy start and a healthy future; 4) A marketable skill to use upon graduation, and 5) A chance to give back to peers and community. This community partner can provide academic support, career and college readiness, behavioral support and family engagement activities.

Junior Achievement of Southeast Texas is a partnership between the business community, educators and volunteers - all working together to inspire young people to dream big and reach their full potential. This partner provides hands-on, experiential programs that teach key concepts of work readiness, entrepreneurship and financial literacy to young people. All of Junior Achievement's programs are TEKS aligned which makes them a great supplement to the traditional education in the classroom.

These three partners are ready to provide services to Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD now and into the future.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Texas Academic Performance Report was reviewed for each of the targeted districts. Administrator meetings were conducted with each district to determine the overall needs of each campus and a student/parent survey was administered. Based on the feedback, results and suggestion, Region 6 will address the following needs:

Shepherd ISD:

As identified by Economic Vitality Corporation, LLC, San Jacinto County does not have a lot of job availability due to lack of industry, decreasing population, and uneducated workforce. The partnerships that Region 6 has with the local Adult Education programs will provide access to the Texas Workforce Commission local center resources to improve the employment rate and employability of the parents, while the Adult Education programs will help parents enhance their academics, including post secondary education. The learning centers will encourage parents of participants to participate in Adult English as as Second Language (ESL), Adult Basic Education and GED classes to further their education and increase literacy.

Center operations have been scheduled specifically for the needs of each campus. All centers will operate a before school and after school program. Shepherd Intermediate School will operate until 5:35pm, while Shepherd Middle School and High School will operate until 5:45pm. In addition, Shepherd Intermediate School did not meet state standards therefore, application of rigorous academic activities and instruction will be a high priority at this center.

Coldspring-Oakhurst CISD:

As identified by Economic Vitality Corporation, LLC, San Jacinto County does not have a lot of job availability due to lack of industry, decreasing population, and uneducated workforce. The partnerships that Region 6 has with the local Adult Education programs will provide access to the Texas Workforce Commission local center resource to improve the employment rate and employability of the parents, while the Adult Education programs will help parents enhance their academics, including post secondary education. The learning centers will encourage parents of participants to participate in Adult English as as Second Language (ESL), Adult Basic Education and GED classes to further their education and increase literacy.

Center operations have been scheduled specifically for the needs of each campus. All centers will operate a before school and after school program. Coldspring Intermediate, Lincoln Junior High, and Coldspring-Oakhurst High School will operate until 5:30pm. The need for a feeder school was identified due to the close proximity of the campuses and the ability to maximize funds and resources. James Street Elementary will feed into Coldspring Intermediate. In addition, Coldspring Intermediate did not meet standards therefore, application of rigorous academic activities and instruction will be a high priority at this center. The implementation of the feeder school will provide early intervention academic services to the elementary students.

Onalaska ISD:

Polk County, as identified by Economic Vitality Corporation, LLC, contains many cities that do not impose a property tax on residence, so the ability to attract companies is diminished. The partnerships that Region 6 has with the local Adult Education programs will provide access to the Texas Workforce Commission local center resource to improve the employment rate and employability of the parents, while the Adult Education programs will help parents enhance their academics, including post secondary education. The learning centers will encourage parents of participants to participate in Adult English as as Second Language (ESL), Adult Basic Education and GED classes to further their education and increase literacy.

Center operations have been scheduled specifically for the needs of each campus. All centers will only offer afterschool programming due to the district's morning bus schedule. Onalaska Elementary and Onlaska Junior Senior High School will operate until 6:30pm.

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County-district number or vendor ID: 236950

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The learning centers will utilize each stakeholder's specialized areas that have been proven to be successful and enable participants at each center to maximize and enhance their academic performance and achievement. All centers will continue to seek out additional speakers and community partners that will provide additional activities in positive youth development. Efforts will be made to encourage all stakeholders to be innovative and bring forth additional activities related to children's education. Every organization that is involved with the sustainability of the learning center will be directly involved in providing educational services/resources that foster students' success. All stakeholders share the common mission and vision in that each wants to invest in the education and skills of the children that will help them to become successful leaders in the community.

Region 6 has access to subject matter experts in the areas of leadership, accountability, instructional technology, safety education, adult education, special education, bilingual, migrant, and all other areas of pedagogy and andragogy. Advisory council members are identified and available to assist programs in the various educational areas. Region 6 has a partnership with Sam Houston State University to provide needed support in college readiness education and community engagement.

Another evidenced based practice that is implemented by the SET department with current ACE programs are parent orientations. Before a new student participates in the program, the parent(s) and student will attend an orientation meeting. This will provide them with an overview of the program, the expectations and benefits. In addition, before a qualified high school student is able to enroll in a certification or credit bearing course, the student and parent(s) must also attend a parent meeting that specifically addresses the course requirements and expectations.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Senior Citizen volunteers will be recruited to help with enrichment activities, arts and crafts, physical fitness for students and parents, master gardening, tutorials, assist with homework and school projects, mentor buddy system, ESL tutoring and other various activities. All volunteers will be interviewed, provided orientation and training, and screened through background checks before they are able to volunteer at the centers. Community involvement is critical, and this program will actively seek out retired teachers and members of local churches to become volunteers. Several retired teachers and administrators have already expressed interest in volunteering for the program.

Through a partnership with the Center for Community Engagement and the College of Education at Sam Houston State University, LoneStar College System and Angelina College, Region 6 will utilize student volunteers at each of the center locations. These volunteers are currently enrolled in a program at their college/university and have an interest in helping students succeed. All volunteers will be screened and campus and district policy for volunteers will be incorporated into the ACE Procedures Manual as standard operating procedures to be followed before volunteers are allowed to participate in the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

After the 21st CCLC program has been implemented in their district for three years, the school district administrators and teachers will recognize the positive impact it has on student performance, behavior and success. The district will then be able to use state/local funding and the community partners to continue offering academic and enrichment activities for students beyond the normal school day. Long-term support will also be built among the parents and community partners. The program provides a safe place for students after school, additional learning opportunities and parental support. These are all things that positively affect parents and they will want those services to continue.

The plan is to start immediately and develop a strategic plan for sustainability by the end of year one. The Project Director and Site Coordinators will actively seek out partnerships and sustainability resources immediately upon the NOGA. Use of volunteers will initiate and enhance a programmatic structure that will be embedded in daily operations. The creation and involvement of the Community Advisory Council will solidify participation from other community organizations. The plan is that through the partnerships developed within the Community Advisory Council, sustainability will be achieved. Through the successful implementation of Cycle 6, Region 6 was able to see first hand how the engagement of community partners enables organizations to benefit from sharing resources.

School district personnel have entertained the idea of a fee service model and will seek assistance from local private entities to meet the needs of the students. The YMCA, which offers nationally recognized curriculum on family engagement and healthy living, as well as trained counselors, plans to continue all in-kind contributions and offer a sliding scale fee to ensure any student in need of services is able to participant. YMCA of East Montgomery County has communicated an interest in being the afterschool provider once the grant funded program has ended.

The program plan is to continue fostering partnerships and leveraging resources to sustain the program once the grant funds have ended. Several signed partnerships have already been secured: Communities in Schools of East Texas, Sam Houston State University Center for Community Engagement, Junior Achievement of Southeast Texas, Region 6 Teacher Certification and Adult Education. All partners will incorporate the use of community volunteers to help with supplementing program costs in the future.

Region 6 along with Shepherd ISD, Onalaska ISD and Coldspring-Oakhurst CISD will continue to work closely with partners to seek additional monies that will enable the program to be in existence beyond the funding of the program.

Region 6 has secured letters of support from the partnering ISD school boards. Two of those are included with this application.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Director will be responsible for maintaining the Community Advisory Council that actively involves the cities of Shepherd, Onalaska and Coldspring, as well as partners in Huntsville. The Community Advisory Council is made up of representatives from each contributing organization that has direct involvement with the learning centers. These individuals consist of, but are not limited to: Program Director for CCLC, Site Coordinators, Campus Administrator/Teachers and representatives from YMCA of Greater Houston/East Montgomery County, Boys and Girls Club of Walker County and Polk County, Sam Houston State University, Region 6 Education Service Center staff, and other partners who are an integral part of the program. The advisory council members will have the opportunity to provide activities, instruction or presentations related to their area of specialization.

Each member of the Community Advisory Council (CAC) has a vested interest in the program and actively seeks other community organizations that are willing to engage in and support the project. The CAC and the partnerships will be innovative in promoting activity offering and meeting the identified needs of students and families. Individual programs who utilize the centers to provide activities and support will be asked to join the advisory council. Through this membership, support of the program will expand, activities will be offered that directly correlate to the members' expertise and enhance the participants' learning experience. Formalized meetings will take place periodically to seek continuous input and ensure that proper refinements are made.

This advisory council assists with developing and maintaining the strategic plan, but more importantly ensuring program viability beyond the initial funding. During advisory council meetings the Site Coordinators will present program updates, review activities, discuss center needs and celebrate the success stories. The advisory council will be instrumental in leveraging funds and resources while reviewing data for center improvement.

While all of our partnerships have unique membership, goals and approaches, the experiences of our existing partnerships and their public and private sector leader point to some key principles for success in planning, design and improvement, and feedback. Region 6 will use these principles in determining and expanding partnerships for the ACE program.

- Successful partnerships engage in a thoughtful process to define a vision or mission and clear goals. They also take time to ensure complete agreement and understanding of all partners.
- Defining and achieving specific outcomes or results—a criterion of success that the business sector has long held as important and that the public sector is striving to embrace—is an effective way to access progress.
- Families are the ultimate consumers of the program and services supported by afterschool partnerships.
- Partnerships are most effective when they draw from a broad range of perspectives, resources and experiences.
- Success requires leaders who act as change agents by clearly communicating the goals of the partnerships and building a broad base of support.
- Successfully managing a partnership requires an effective governance structure.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Region 6 ACE Program will have a strong management plan to assure that project goals and objectives are met on time and within budget. The plan has been designed to seek input from and represent all community stakeholders. The CAC will be made up of representatives from the districts and community partners. Input was sought from parents, students, teachers and members of the community in the design of the ACE Program.

The Project Director will be responsible for overseeing and coordinating all aspects of the project. The Project Director will serve as the primary contact for the Technical Assistance Consultant so that project procedures and goals are followed according to the Texas Education Agency (TEA) requirements. This person will be responsible for coordinating all training, meetings and monitoring with the Technical Assistance Consultant. With a full time Site Coordinator in place at each center, the Project Director will maintain proper documentation of each staff member at their respective district. The Project Director with assistance from the Site Coordinators will monitor the day-to-day activities to ensure successful implementation. The Project Director and Site Coordinators will identify and enroll students and parents, recruit and hire teachers, identify contractors for enrichment courses, and identify and obtain appropriate curricula, programs, and topics for family literacy and enrichment offerings. Site Coordinators will also be responsible for collecting and reporting required evaluative data. The Project Director, Site Coordinators, and staff of the community-based organizations will work together to develop student and adult surveys to solicit feedback on an ongoing basis. In addition, the Project Director and Site Coordinators will analyze evaluation data to ensure continuous improvement in the operation of the program. The Project Director and Site Coordinators will attend the required orientations, trainings, and conferences required by the grant. The Project Director and Site Coordinators will also be responsible for the timely and accurate entry of data into TX21st database. An organizational chart will be developed and maintained by the Project Director that will indicate who the Site Coordinators are, their qualifications, respective center and district that they are associated with. Information on collaborating organizations will be generated and housed at each center.

The Project Director will be responsible for ensuring that each Site Coordinator is maintaining proper documentation regarding every aspect of the center operation. This information will be collected on a monthly basis. The Project Director will also work closely with the Site Coordinators to ensure that proper documentation of TEA requirements is fulfilled. The Project Director and Site Coordinators will meet with school district administrators to discuss program goals and implementation of the program at each center. The Site Coordinator will monitor in school and after school behavior and address concerns with the parents and district administrators.

The Project Director and Site Coordinators will work with the school district administrators to continuously identify community partners that can enhance the after school program. In addition to the Project Director and Family Engagement Specialist, this program will also pay a percentage of time for a Professional Development Specialist. This individual will work closely with the Project Director to schedule training for Site Coordinators and frontline staff. Center evaluations will help the Professional Development Specialist identify the specific training needs for each site. Training can be conducted in group sessions by subject, one-on-one, or in a team setting.

Budgets will be managed by the Project Director and Site Coordinators. All transactions must adhere to the policies and procedures outlined in the Procedures Manual for each center. Prior approval must be gained from the Project Director before any supplies are purchased for the implementation of programming activities. Once approved and purchased, the supplies must be kept in a separate location so they are used only for the program. The center will submit the receipt/invoice to the assigned Site Coordinator who will in turn submit it to the Project Director for reimbursement. Region 6 Education Service Center has procedures in place for purchase and reimbursement requests which this program will abide by. In addition, the school district will submit documentation, such as a timesheet, for the reimbursement of teacher's hourly pay. The timesheets will be verified by the center's Site Coordinator and reviewed by the Project Director. All reimbursement requests will be provided to the Region 6 Business Office with the approval of the Project Director.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1**Center Name:**

Shepherd Intermediate School

9 digit campus ID#

204-904-102

Distance to Fiscal Agent (Miles)

47.8

Grade Levels to be served (PK-12)

3-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

100

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2**Center Name:**

Shepherd Middle School

9 digit campus ID#

204-904-041

Distance to Fiscal Agent (Miles)

47.6

Grade Levels to be served (PK-12)

6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

75

Number of Adults (parent/ legal guardians only) to be served:

37

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3**Center Name:**

Shepherd High School

9 digit campus ID#

204-904-001

Distance to Fiscal Agent (Miles)

48.6

Grade Levels to be served (PK-12)

9-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

50

Number of Adults (parent/ legal guardians only) to be served:

25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4**Center Name:**

Coldspring Intermediate School

9 digit campus ID#

204-901-103

Distance to Fiscal Agent (Miles)

37.9

Grade Levels to be served (PK-12)

K-5

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

80

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #	James Street Elementary			
District Name (if different)	204-901-102			
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:**

Lincoln Junior High School

9 digit campus ID#

204-901-041

Distance to Fiscal Agent (Miles)

32.2

Grade Levels to be served (PK-12)

6-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

30

Number of Adults (parent/ legal guardians only) to be served:

15

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:**

Coldspring-Oakhurst High School

9 digit campus ID#

204-904-001

Distance to Fiscal Agent (Miles)

35.0

Grade Levels to be served (PK-12)

9-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

30

Number of Adults (parent/ legal guardians only) to be served:

15

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7**Center Name:**

Onalaska Elementary

9 digit campus ID#

187-910-101

Distance to Fiscal Agent (Miles)

30.6

Grade Levels to be served (PK-12)

PK-6

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

100

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8**Center Name:**

Onalaska Jr./Sr. High School

9 digit campus ID#

187-910-001

Distance to Fiscal Agent (Miles)

32.8

Grade Levels to be served (PK-12)

7-12

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

75

Number of Adults (parent/ legal guardians only) to be served:

37

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****32.8****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A referral process will be implemented that identifies targeted students. Once the identification of these students is completed by their teachers and referrals made to the 21st CCLC, Site Coordinators will categorize the referral as academic, behavioral or attendance issues. This referral process will allow for quick identification of students who are in need of additional assistance in core academic subjects. 21st CCLC staff will review all referrals and those students who are denied admission can be reevaluated in six weeks. The staff will reference grant guidelines to ensure that priority admission is given to students with the greatest needs.

Site Coordinators will have access to pre- and post-assessments at each campus. The program will be based on rigor and intentional program planning. All of the centers will be consistent in the identification of students. In order to identify qualified students for the program, the Site Coordinators will work closely with each campus' counselor, as well as teachers and campus administrators. Teachers at each campus will be versed on the goals and objectives of the 21st Century Community Learning Centers and will be provided with appropriate referral forms that indicate their students are in need of academic assistance. This identification will serve as the first source of documentation and enrollment into the 21st CCLC. Once enrolled, the Site Coordinator will meet with the parents and teachers to ensure that all barriers that hinder attendance of the participants are identified and removed. The parents of students who are admitted into the program will be notified and appropriate signature is acquired. Parents will be given information related to program activities that are available to them at the center.

Student data, such as STAAR test scores, PEIMS data and behavior referrals, will be evaluated for all potential participants. In addition, the Site Coordinator will also work with the campus/district Bilingual and Special Education Coordinators. Region 6 has access to specialists in the various departments at the Service Center. These specialists work hand-in-hand with the school districts and can assist in the student identification and monitoring process. All avenues will be explored to best help identify those students that are in most need.

At Region 6 Education Service Center there are currently 4 Title I Specialists, of which 3 also work with NCLB, 1 Title III Specialist, 1 State Compensatory Education Specialist, 1 Child Nutrition Program Manager, 2 Migrant Recruiters, and numerous other staff that support these services. The 21st CCLC program will meet with these specialists about the identified centers to further discuss the needs of each campus. Throughout the year, additional meetings will be conducted with the specialists to ensure that the ACE Program is meeting the needs of the students

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will provide a consistent and dependable schedule of activities for program participants, students and adult family members. Activities will be a minimum of 45 minutes in length.

There will be three centers in Shepherd ISD, 3 centers in Coldspring-Oakhurst CISD and 2 centers in Onalaska ISD.

The eight centers will be open a minimum of 35 weeks during the year, including the six-week summer programming.

The centers will be open on the identified days, excluding days when the school district is closed, or there is an early release day scheduled.

Our Fall and Spring semester schedules will be as follows: 348 hours

29 weeks, 12 hours per week, Monday - Thursday

At Shepherd ISD and Coldspring-Oakhurst CISD, each of the district's centers will be open before school and after school, and at Onalaska ISD, the two centers will only be open after school.

During the summer, our schedule will be as follows: 120 hours

6 weeks, 20 hours per week, Monday – Thursday

Coldspring-Oakhurst CISD, Shepherd ISD and Onalaska ISD

Staffing:

8 full time Site Coordinators (one at each center) with the following teacher ratio for hourly instruction: Shepherd ISD= C1: 6 teachers, C2: 4.5 teachers, C3: 2.5 teachers; Coldspring-Oakhurst CISD= C4: 4.5 teachers, C5: 1.5 teachers, C6: 1.5 teachers and Onalaska ISD= C7: 7 teachers and C8: 5 teachers.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site Coordinators, along with staff, will work closely with campus teachers and personnel to ensure that proper security and procedures exist during the dismissal of all participants to ensure safety. The ACE Safety Self-Assessment will be completed at each center. Each center will have staff trained in CPR/first aid. Region 6 requires all Site Coordinators complete a blood borne pathogens course. A Procedures Manual will be developed that outlines safety protocol at each center. All staff will also be given resources in child abuse awareness identification and child development. At the time of enrollment the following data will be collected to ensure safety: family contact information that provides pertinent data needed to contact family in such case when the student is not picked up or in case of a medical emergency, data specific to the identification of parents/guardians who are authorized to pick up students, and proper documentation to identify parents. If a parent is picking up the student, the ACE staff will verify that the adult/guardian is approved to pick up the student. Each center will have a designated area of pick-up so that participant dismissal can be directly monitored. Our priority is to maintain the safety and well-being of all students enrolled in the program. The campus specific Procedures Manual will provide checks and balances to ensure the safety of all students and staff. A system will be implemented to securely transition students into the before school and afterschool program. This system will involve school staff transferring the responsibility of students to the ACE staff using a sign in procedure. At the conclusion of program activities ACE staff will transfer students to school district staff after the before school program has ended, or parents or bus drivers at the end of afterschool programming. Whether it is before school or afterschool, the transfer of students will be conducted using a sign out process. The centerwide sign in sign out process will ensure safety of the students. Since James Street Elementary is a feeder school into Coldspring Intermediate School in Coldspring-Oakhurst CISD the ACE staff will walk students from one campus to the other. These districts are located next to each other so the students will not have to cross the street or walk along the roadway.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The previous Region 6 Education Service Center 21st CCLC program developed activities aligned to the current STAAR test. A team of curriculum specialists prepared innovative, hands-on, ready to use activities to be used at each center. The activities encourage the continued development of math, reading, science, social studies and writing skills. Many of the activities focus on math and reading fluency. They are aligned with the school day activities for that grade level based on the skills and concepts that students struggle with. The 21st CCLC Cycle 9 program will utilize these proven, research-based activities with the students served at the eight centers. In addition, our partner, Junior Achievement of Southeast Texas, has already developed hands-on, experiential programs teach the key concepts of work readiness, entrepreneurship and financial literacy to young people. All of the programs are TEKS aligned and are a great supplement to the traditional education in the classroom.

Students will have an opportunity to enhance learning through the use of online courses. Qualifying high school students will have the opportunity to complete the following credit bearing courses online through the Texas Virtual School Network: Computer Science I, Computer Science II and Business Management. These students will also have the opportunity to complete Driver Education. Online learning helps to further prepare students for postsecondary education. Physical activity and fine arts is an integral part of this program. These offerings are available at one or more sites: Robotics, Gardening, Arts and Crafts, Wii Fit/Zumba/Physical Fitness, Cooking and Photography. Other activities could include Welding/Metal Work, Book Club, SAT/ACT Prep, Cosmetology, Job Interview Skills and College Applications.

The Site Coordinators at each center will have a close working relationship with the campus counselor, teachers and staff. The Site Coordinator will be involved in campus-level meetings, so that he/she is aware of the goals and objectives in the classroom. Through conferences with campus staff, the Site Coordinator will stay abreast of what is currently being taught in the classroom, so this information can be reinforced in the after school program.

Through our collaborative partnership with Communities In Schools, our program will provide a one-on-one relationship with a caring adult, a safe place to learn and grow, healthy start and a healthy future, marketable skill to use upon graduation, and a chance to give back to peers and community.

All activities that support building background knowledge of academic concepts will be implemented including educational field trips. These trips will reinforce concepts in the areas of science, mathematics and technology. Student selection to this program will be based on the students identified with the highest needs. The summer program will offer a variety of activities to enhance the academic learning process through fun activities (college field trips, leadership workshops, camping, health and wellness, financial management, lifestyle changes training, etc.).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities encourage the continued development of math, reading, science, social studies and writing skills. Many of the activities focus on math and reading fluency. They are aligned with the school day activities for that grade level based on the skills and concepts that students struggle with. The goal is to continuously influence student academic achievement through innovative programs and student centered activities. Performance measures that encompass goal setting and evaluation for academic success allows for Site Coordinators to evaluate grades with every progress report throughout the school year to determine student progress and advancement in deficient subjects. Performance will be evaluated for every participant in the program and will serve as the basis of measurement for success. If student grades and performance demonstrate an increase among the baseline measure, this will serve as an indicator that the after school program is offering high quality academic enrichment that not only helps with participants academic achievement but maintains the students interest.

Continued refinement, researching and adoption of proven technological curricula will not only fulfill participant's academic needs, but maintain their interest. Evaluations given to parent and teachers at each campus, have identified the need to enhance after school programs with certified campus teachers who can guarantee the proper instruction and alignment of day time curriculum with what is provided during the after school program.

The districts will ensure that students are provided instruction in the core content areas and that the instruction during after school hours is directly involved with the day time curriculum. Students, parents and staff will be made aware of the schedule offerings for core content areas. The centers will offer enrichment activities that will enhance participation. Activities will focus on self-esteem, character building, safety, alcohol and drugs, music, arts and crafts. Each center will incorporate and deliver age appropriate activities. All stakeholders will be involved in continuous collaborative efforts and seek additional input in the refinement and inclusion of a variety of activities while building community awareness in hopes of encouraging additional support from other organizations.

The Afterschool Program will have a 1:15 staff to student ratio to ensure the quality that is necessary to run a successful program. In the tutoring setting, we will enforce a 1:15 tutor to student ratio to further increase the quality of tutoring. The Site Coordinator is responsible for planning, organizing, implementing and evaluating programs in education, enrichment, health and physical education, and recreation of the site to which assigned.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will be a full-time position housed at Region 6 and will assist each center in providing meaningful, high-quality activities and services. The Family Engagement Specialist will be responsible for planning and executing ongoing Family Engagement programming and events in coordination with the Project Director, Site Coordinators, and all stakeholders who have a vested interest in improving the education of the communities of Shepherd, Onalaska and Coldspring. A wide array of family engagement activities will be provided in order to help parents become more successful. Through partnerships with the local Adult Education programs, resources are available for parents such as: GED classes, job search assistance, résumé writing, second language acquisition, technology usage, financial management, wellness and parenting skills. English as a Second Language (ESL) instruction will be available for both students and parents using language development software for those who need to improve their English-Speaking skills. Parents will also have the opportunity to become more involved in the success of their students. The Family Engagement Specialist will maintain regular communication with all parents regarding their students, conduct a needs assessment/survey to determine the types of activities families want and need, provide outreach and service referral to address needs that may be barriers to student success, maintain a family resource center, coordinate services with programs within the school district and community, and coordinate with other school district and campus level staff, such as the Title I coordinator, State Compensatory Education Coordinator, instructional coaches, counselors, educators, foster care liaison, homeless liaison or other parent/family liaisons.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist in collaboration with the community stakeholders will involve all family members of the students participating in the afterschool program in the activities vital to the success of every aspect of this program. Creating an environment that encourages families to participate, without any feelings of apprehension, is critical in reaching out and empowering them. Our goal is to help each family member succeed in gaining the knowledge and skills they need, for helping them to better themselves and their families and ultimately, contributing to their communities. The program can offer activities such as: GED/ESL classes, parenting skills, family literacy nights, book club, nutrition and many others to increase parenting and leadership skills.

The Family Engagement Specialist will work closely with school district administrators throughout the year to obtain current contact information of the parents of the students participating in the after school program. This information will be used to engage the parent in their student's after school, as well as in school activities. Providing opportunities for parents to acquire effective parenting skills, and to become more involved with their children, will create a sense of partnership in the education of their children and school community.

Since the implementation of HB5, school districts are providing more family engagement activities than ever before. This program will work in coordination with the district's existing family engagement activities, such as Meet the Teacher, Open House, Donuts with Dads, Muffins with Moms, Granola with Grandparents, Nachos and Numbers, PTO/PTA meetings, etc., by creating awareness about upcoming events, as well as engaging with the parents of the 21st CCLC students at these events. Having the parents gathered together will also be an opportunity to speak with them about the opportunities that the ACE Program provides their students as well as themselves.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 236950

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program will offer a variety of family engagement activities at each center which can include, but are not limited to: Cooking and Nutrition Classes, Fitness and Exercise, Book Club, College Preparation, Job Search and Interview Skills. The needs assessment responses from parents at the proposed centers indicated that these were activities they would be interested in. In addition, parents were interested in receiving GED and ESL classes. These will be offered through the local Adult Education Program either on campus or at off campus sites. The Family Engagement Specialist will provide parents with information about the Adult Education resources available in their community and surrounding area. Family literacy nights will also be provided to increase parenting and leadership skills. Through our partnerships with community partners, we will be able to offer additional programs that will benefit our students and parents, such as: Counseling, Mentoring, Safety Awareness, Drug and Alcohol Awareness and Computer Literacy. All activities will be offered in the evening and/or on the weekend throughout the fall, spring and summer semesters so that working parents can also participate. The participating parents will be surveyed to determine the best time of day and day(s) of the week to offer family engagement activities.

Providing activities where the parent and student participate together builds stronger relationships and provides the parent an opportunity to become involved in their child's education. The Book Club is available to students during center hours, but also available to parents. This provides the opportunity to increase literacy and group discussion. The Cooking and Nutrition Classes address math, science and reading in a fun learning environment. College Preparation activities can include assistance in filling out college applications, locating scholarship opportunities, understanding financial aid and reviewing expectations.

Before a new student participates in the program, the parent(s) and student will attend an orientation meeting. This will provide them with an overview of the program, the expectations and benefits. In addition, before a qualified high school student is able to enroll in an credit bearing or certification course, the student and parent(s) must also attend a parent meeting that specifically addresses the course requirement and expectations.

Through partnerships with community partners and SHSU, several programs will be offered that will benefit the students and parents.

These are potential activities that can be incorporated into the program to help students and parents:

- Counseling
- Mentoring (SHSU)
- Skills Mastery and Resistance Training to improve self-esteem, self-image, and conflict resolution
- Driver Awareness, Drug and Alcohol Awareness
- GED/ ABE/ASE
- ESL
- Computer Literacy
- Financial Management
- Health, fitness, and nutritional classes

The goal of this program is to create an environment where the parents of students can interact in a familiar setting, their child's school, to obtain assistance on job searches and applications, collaborate with each other and discuss goals.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 23690

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☐No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 236950

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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